DOCUMENT RESUME

ED 070 464 LI 004 016

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TITLE	A Proposed Classification Schedule for a Curriculum Materials Collection.
INSTITUTION	Central Washington State Coll., Ellensburg.
PUB DATE	Dec 71
NOTE	80p.; (26 References); Master of Education, Central Washington State College
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Classification; Curriculum; *Educational Resources; Information Needs; Information Storage; *Instructional Materials; Library Collections; Masters Theses; *Organization

ABSTRACT

Accessibility to the content of a curriculum materials collection is primarily determined by the simplicity of the classification scheme used to organize the materials in the collection. The classification system utilized to organize such a collection should structure and arrange materials in such a fashion that the patrons can serve themselves with ease. In order to provide the patron with maximum independence and freedom when dealing with the materials in question, it is necessary to provide both open shelving, thereby allowing browsing, and a properly constructed card catalog that affords a more direct means of access to the materials in the collection. This paper presents a classification schedule which may be utilized to organize the printed materials found in a curriculum laboratory. The schedule is designed to provide the user with maximum ease of access to the materials contained in the collection and relieves the curriculum librarian of many of the clerical routines common to the processing of new materials. The summary includes general recommendations for the application of the schedule and suggestions relating to the organization and administration of the entire collection of printed curriculum materials. (Author/NH)

ED 070464

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A PROPOSED CLASSIFICATION SCHEDULE FOR A CURRICULUM MATERIALS COLLECTION

A Thesis

Presented to

the Graduate Faculty

Central Washington State College

In Partial Fulfillment

of the Requirements for the Degree

Master of Education

by

Robert E. Jones

December, 1971

LI 004 016

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ACKNOWLEDGMENT

The writer wishes to acknowledge the assistance rendered by the members of his committee, Dr. Raymond V. Wiman, Dr. Charles W. Wright, and Dr. Dan A. Unruh. Mrs. Louise Lampman also deserves a special note of appreciation.

I must commend my wife, Marie, and sons, Griff, Gregg, Gerry, and Glenn, for the part of their lives that went into the completion of this program.

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Chapter 1

INTRODUCTION

Most institutions of higher learning involved in teacher training as well as many school districts, individual schools, and state departments of education have accumulated materials relating to the development of the school curriculum. These collections, for the most part printed materials consisting of curriculum guides, syllabi, formal course outlines, administrative manuals, textbooks, and resource materials, are used primarily by educators and future educators at display and demonstration centers where the materials may be seen, examined, and compared for purposes of evaluation, experimentation, enrichment of the teaching and/or learning processes, and research leading to curriculum improvement and development.

The organization of a curriculum materials collection has been approached in many and varied ways, at times without provision for the special nature of the collection or the special needs of its users, but rather according to the whims and desires of the librarian or educator responsible for the collection combined with the demands of the group whose program the collection is designed to support. As a result the classification system developed is generally unique to that collection

and may or may not serve to support the activity for which it was originally intended with at least some degree of functional utility. Locating materials within many collections means having to deal directly with the individual who has primary responsibility for the collection, as the system of organization is known and understood only by that individual. In short, many of the systems currently in use have been expanded to the point where they have become unmanageable and, perhaps, unusable except by the persons who have been directly involved in their development. Consequently, a good share of a supervisory professional's time must be spent in the routines common to preparing materials for use by patrons thus allowing little professional time to advise, or provide assistance and guidance on curricular matters and materials.

It seems imperative that a professional in a center such as a curriculum laboratory be allowed to perform higher level duties than those revolving around the cataloging, classification, and preparation of materials for use by patrons. There is evidence that there is a real need for a classification system that facilitates the organization of a curriculum materials collection making maximum use of clerical help while holding professional supervision to a minimum. Such a system must structure and arrange curriculum materials in a logical fashion so that patrons will be able to serve themselves easily, browsing is possible, and the clerical time devoted to reshelving is minimal.

Chapter 2

THE PROBLEM AND DEFINITIONS OF TERMS USED

THE PROBLEM

Statement of the Problem

It is the purpose of this paper to develop a classification schedule that will facilitate the organization of the printed materials in a curriculum materials collection, utilizing clerical help with a minimum of professional supervision and offer the patron maximum ease of access to the collection.

DEFINITIONS OF TERMS USED

With the exception of Administrative manual, the significant terms used in this paper are defined by Good as follows.

Curriculum Laboratory

> A department within a library, or a separate unit within a school or college, organized to provide teaching aids for students such as elementary and/or secondary school textbooks, courses of study, tests, sample units, pamphlet materials, a picture file, film strips, slides, and other materials which may be helpful to the teacher in the preparation of a unit of work. Syn. curriculum materials center; curriculum laboratory; curriculum library; instructional materials center; textbook library (16:309).

Curriculum Guide

A substitute for a formal course of study in which desirable content is suggested rather than prescribed; includes important goals and a variety of learning experiences, teaching aids, and evaluation techniques from which those considered best suited to a particular situation may be selected (16:152).

Course of Study

A guide prepared by administrators, supervisors, and teachers of a particular school or school system as an aid to teaching a given subject or area of study for a given grade or other instruction group (16:143).

Textbook

A book dealing with a definite subject of study, systematically arranged, intended for use at a specified level of instruction, and used as a principal source of study for a given course (16:567-568).

Syllabus

A condensed outline or statement of the main points of a course of study . . . (16:544).

Resource Unit

A comprehensive collection of suggested learning and teaching activities, procedures, materials, and references organized around a unifying topic or learner problem, designed to be helpful to teachers in developing their own teaching units appropriate to their respective classes; includes more than any one teacher could implement; typical content: desired outcomes, typical learner experiences, suggestions for starting, developing, and concluding the unit, evaluation, and reference lists for pupils and teachers (16:466).

Administrative Manual

Those publications which deal with matters other than the actual subject matter taught in the classroom; e.g., grading and marking, public relations, administration and administrators, special programs, etc.

Chapter 3

REVIEW OF THE LITERATURE

Curriculum materials collections, as we know them today, have been in existence since the early 1900's. Drag (12:19), whose study in 1945 remains one of the most comprehensive research studies in the field, demonstrated that curriculum laboratories have had an increased rate of growth since the 1920's when the Bureau of Curriculum was founded at Teachers College, Columbia University; however, the 1940's saw the most rapid increase in number. Egan (13:8), whose survey included seventy-four Catholic colleges and universities, found that the period of greatest development occurred after 1948 in the Catholic institutions. Both Drag (12:2) and Ellis (14:7) indicated that the development of the curriculum laboratories has been an evolutionary one, paralleling the curriculum movement through its several stages as the improvement of the curriculum became more and more necessary to meet the many changing social and educational demands of both teachers and students. In the state of California, this evolutionary pattern has even reached a stage of development where depository curriculum materials centers have been established at eighteen locations. Interested individuals have ready access to publications from offices of

county superintendents, school districts, and the California State Department of Education (8).

Curriculum materials collections have come to be known or labeled under many similar titles. Among the institutions of higher learning surveyed, Ellis (14:5) discovered thirteen labels assigned to similar collections of curricular materials while Egan (13:13) found eighteen. Drag's (12:16-18) survey revealed sixty-six separate titles used by the 314 laboratories replying to his inquiry, with twenty-one different titles being utilized among the 145 institutions of higher learning queried. This special collection of materials has been known at various institutions as the Curriculum Library, Curriculum Center, Curriculum Laboratory, Curriculum Materials Center, Instructional Resource Center, and Instructional Materials Laboratory, to name a few.

The actual materials content of a curriculum laboratory will vary according to the type of user and service offered. A school district laboratory may contain the whole gamut of current instructional media while a curriculum laboratory in a college or university might choose to obtain representative samples of various categories of materials and retain selected materials for historical research. Ahlers and Morrison (1:450-452) conducted a nationwide survey in 1967, part of which dealt with the types of materials included in curriculum laboratories at the school district level. The surveys by Ellis (14:12), Egan (13:16), and Drag (12:33) also included a query on holdings. They

indicate that most centers include all types of materials that can be used to aid teaching and learning.

The curriculum laboratory provides for an impressive list of activities. Drag (12:34-39) listed almost 150 activities engaged in by curriculum laboratories which he condensed to thirteen specific activities. He further classified the functions of a curriculum laboratory under the following headings: (a) it serves as a laboratory where curriculum planning is engaged in by individuals and groups under professional leadership, (b) it serves as a division or department for directing curriculum development, and (c) it serves as a storeroom for curriculum materials and as a dispersal center for materials to be used by workers in other localities. A study made by MacVean (19) at the Ball State Teachers College Curriculum Laboratory reported the reasons for usage by students and faculty during a two-week period in February, 1957, and concluded that the curriculum laboratory was vital to the teacher training program.

To qualify as a director of a curriculum laboratory an individual must have a background of extraordinary training and experience. His duties require a versatility of abilities that will enable him to perform as a materials specialist as well as offer professional service in the role of curriculum consultant. Church reports that:

> A nationwide survey revealed that curriculum laboratory directors felt that a person in such a position should have three or more years of teaching experience, an Ed.D. or Ph.D., an

> academic year of professional library training, classwork in curriculum and audiovisual education, and experience in curriculum construction and revision (9:22).

Staffing patterns may vary according to the professional complement assigned to the curriculum laboratory and their individual competencies. Clerical help with typing and secretarial skills is necessary to handle correspondence and routine duties.

Although a body of literature exists relating to curriculum laboratories, there is a paucity of objective information assembled on the organization of the curriculum laboratory collection. Arnett observed in her study that:

> . . . There are many comprehensive studies on the curriculum laboratory. Yet these, in the main, stated that the organization of materials was a problem and then recommended that further research be done on this problem (4:17-18).

In an article published in 1957 Garvey stated:

> Thus far the development of curriculum centers and the handling of materials therein has been far from uniform. Since very little information exists relating to this topic, procedures for classifying, cataloging, and shelving these materials have been diversified (15:299).

In contradiction, James (17) concluded that complete uniformity may not be desirable.

Of the several schemes devised to facilitate the organization of a curriculum laboratory materials collection, most have been designed to fit a particular collection or made to satisfy a particular method of approach. Many schedules developed for the organization

of texts and curriculum guides are available upon request from most agencies or institutions and a few exist in the literature as journal articles or theses.

The Educational Materials Center Laboratory in the U. S. Office of Education contains a textbook collection organized by Lois B. Watt (24) utilizing a detailed numerical system. This system, now in its third edition (26), was designed to organize a very large collection of textbooks published in the United States and has its basis in the Dewey Decimal Classification (11). Watt (25) has also developed an outline for classifying curriculum guides that may be integrated into a general Dewey collection. In a journal article, Garvey (15) presented the system used at Appalachian State Teachers College. Suggestions regarding the administration and organization of a curriculum library developed in conjunction with a school district collection have been made by Dane (1) and a detailed faceted scheme has been developed by the staff of the Institute of Education, University of London (18). Egan (13) has proposed a schedule especially suited to Catholic institutions, and Ellis (14) has made several recommendations relating to classification systems. She has included classification systems used at Florida A. & M., Southern Connecticut State College, and the University of Iowa in her report. All of these contributors attempt, in various ways, to approach the arrangement of textbooks either by subject or grade level. In dealing with curriculum guides, however,

many curriculum librarians prefer to use the state of origin as the primary device for shelf arrangement. Ellis's (14) study indicates the lack of standardization in approach to the organization of the textbook collection.

In conclusion, the problems inherent with the organization and administration of the curriculum laboratory are here to stay as evidenced by the Standards for Accreditation of Teacher Education, Section VII, published by the NCATE which states:

> A materials laboratory or center should be maintained either as a part of the library or as a separate unit. In any case, it should be open to students as a laboratory of materials of instruction and should be directed by a faculty member well informed in the various instructional media and materials at different grade levels. This laboratory should include a wide array of books commonly used in elementary and secondary schools; various types of audio-visual aids such as maps, charts, pictures, film strips and recordings; various types of materials used in evaluating learning; and curricular patterns, courses of study, and teaching units that are available (2:118).

Chapter 4

METHOD OR APPROACH

A proposal is here presented for a classification system which may be applied to a library of curriculum materials, permitting maximum access to the user with a minimum of clerical responsibilities by the professional supervisor.

To group related subject materials within the framework of the modern curricular structure, the broad subject areas contained in Evaluative Criteria (20) were selected as the basis for a classification scheme for curriculum guides and textbooks. The scheme developed for the administrative manuals includes categories somewhat artibrarily selected by area of administrative function or program.

Separate categories are included in the system for textbooks, manuals, and curriculum guides. The latter category also includes formal courses of study, syllabi, and resource materials as well as other materials relating to subject areas unless these materials are intended for use within a special type of program or for a special type of pupil.

The call number for the curriculum guide and textbook collections is developed in such a fashion that the materials are

arranged by subject within the following grade level designations: (a) early childhood, (b) elementary, (c) junior high or middle school, (d) high school, and (e) junior or community college. Color is utilized as a signal to expedite shelving and also provides the key to shelf list arrangement. It is, therefore, an integral part of the call number and incorporated into the labeling system. Colors may be arbitrarily assigned; however, they must be used consistently. It is proposed that maroon be chosen for early childhood education, green for elementary, red for junior high, blue for senior high, and orange for junior college. This color scheme must be used with consistency in dealing with both textbooks and curriculum guides.

The scheme for arranging and/or organizing the curriculum guide collection provides a shelf arrangement and a shelf list organized in the following hierarchy: (a) grade level, (b) subject, (c) author, and (d) title. That for the textbooks provides a shelf arrangement and a shelf list organized according to (a) grade level, (b) subject, (c) publisher, and (d) title, while the manuals are organized according to (a) topic, (b) author, and (c) title.

The wealth of material which is included in the manual section is alphabetically arranged by topic chosen after experimentally grouping a sizable collection of the materials assigned to this category. No attempt is made to be all-inclusive; new broad topics or categories may be selected and fitted into the schedule as needed.

The manual section includes those materials that do not fit into the subject areas available to curriculum guides, syllabi, or resource units. In making a decision relative to the addition of materials to the manual section, it is well to remember that those items dealing with subject material are classed with the curriculum guides unless they are intended for a special type of program or pupil. Those items which deal not only with subject content but also with course organization and classroom or teaching procedure, whether treating a particular segment of a program or the program in its entirety, should be included in the manual category within the "subject programs" section. The assignment of items to other sections of the manual schedule is straightforward and accomplished without difficulty. Short instructional statements are included within the schedule itself to provide necessary guidelines.

The call number will ordinarily consist of two or three lines and is constructed in the following fashion:

Curriculum guides:

The first line consists of:

(a) An upper case letter derived from the subject category.

(b) The appropriate cutter number taken from the L. C. cutter table (21:5), with added decimal value where necessary.

(c) A lower case letter used to designate grade level according to color code.

The second line consists of:

(a) An upper case letter derived from the designated author, usually corporate.

(b) The appropriate L. C. cutter number fitted to author. Where corporate authors have similarity, such as New York City and New York State, care must be taken to assign a unique cutter by means of interpolation.

(c) A lower case work mark taken from the title, when necessary for fit into shelf list.

In most instances it will be unnecessary to include a third line in the call number; however, when needed, a date or grade level may be added, as a unique label is mandatory.

Textbooks:

The first line consists of:

(a) An upper case letter derived from the subject category.

(b) The appropriate cutter number taken from the L. C. cutter table, with added decimal value where necessary.

(c) A lower case letter used to designate grade level according to color code.

The second line consists of:

(a) An upper case letter derived from the publisher.

(b) The appropriate L. C. cutter fitted to publisher.

(c) A lower case work mark derived from the title, when necessary for fit into shelf list.

In most instances it will be unnecessary to include a third line in the call number; however, when needed, a date or grade level may be added, again to produce a unique label.

Manuals:

The first line consists of:

(a) An upper case letter derived from the appropriate topic in the schedule.

(b) The appropriate cutter number taken from the L. C. cutter table, with added decimal where necessary.

(c) The third position is filled only when an item is included within the "subject programs" topic and designation of grade level is desirable. A lower case letter derived from the previously developed color code is utilized in this instance.

The second line consists of:

(a) An upper case letter derived from the designated author, usually corporate.

(b) The appropriate L. C. cutter number fitted to author. Where corporate authors have similarity, such as New York City and New York State, care must be taken to assign a unique cutter by means of interpolation.

(c) A lower case work mark taken from the title, when necessary for fit into the shelf list.

In most instances it will be unnecessary to include a third line in the call number; however, when needed, a date or grade level may be added to produce a distinctive label.

The manual collection should have a separate color assigned; e.g., black, as an aid to shelving; however, the color designated is not incorporated into the call number as is the case with both curriculum guides and textbooks.

It is imperative that the cutters derived for the second line of all classes of materials, once assigned, be applied uniformly and consistently to materials cataloged at a later time. Consequently, an authority file containing the accepted form of entry and the assigned cutter for both corporate author and publisher will prove to be an invaluable aid to the cataloging process.

For libraries wishing to integrate the curriculum laboratory collection with a conventional library collection, an appropriate symbol may be superimposed above the call number; e.g., a number in the 370's for a collection arranged by the Dewey Decimal Classification (11), or LT1000 for a collection arranged according to the Library of Congress Classification (22). In order that each of the categories dealt with may be easily differentiated from the other in a segregated collection, a "T" is added above the textbook call number and an "M" above the manual call number. No addition is made to the curriculum guide call number.

DESCRIPTIVE CATALOGING

The descriptive cataloging for all three sections of the schedule should follow the guidelines set forth in Anglo-American Cataloging Rules (3). However, preference should be given to the corporate form of main entry in the cataloging of both manuals and curriculum guides. That is, whenever a choice exists between personal author and corporate entry, the corporate form should be given precedence with added entry made for personal author when warranted. Main entry by corporate author allows a grouping by corporate author within the collections as well as the card catalog that can be of real value to the patron.

Personal author entry is chosen as the form of main entry for the textbook collection as this means of entry provides the patron with an author approach through the card catalog that is not possible through the shelf arrangement because of the fashion in which the textbook call number has been developed.

A reasonable amount of freedom is permissible within the body of the catalog card as the majority of materials in the collection will remain a part of the collection a comparatively short time; e.g., the collation need only include the last numbered page of the item being cataloged.

A "dash" entry is utilized whenever needed, to cause materials supplementing an item to shelve together with that item. Supplementary materials, usually designed to accompany textbooks, should be added in the following order and the ordering system must be applied with consistency in all sections: Supplement 1) Student guides, Supplement 2) Student workbooks, Supplement 3) Teacher guides, Supplement 4) Test and answer keys. This schedule may be enlarged or rearranged arbitrarily but the order of the schedule in its final form must be applied in a consistent fashion.

Liberties are taken with the Anglo-American Cataloging Rules (3) whenever supplementary materials are not written by the author of the text which they accompany. When this occurs, it is advisable that the "dash" entry be made under the author of the text for the sake of

convenience and simplicity in cataloging. Generally a collection will include the teacher's edition of a text rather than the student edition whenever the former is available.

SUBJECT HEADINGS

It is expected that the catalog cards produced to index the collection of the curriculum laboratory will be integrated with the card catalog used to index the main library collection in an institution of higher learning, and as such, only the subject headings found in the Library of Congress List of Subject Headings (23) are compatible in the card catalog of a college or university library utilizing the centralized cataloging offered by the Library of Congress. Of course, a collection established outside an institution of higher learning might be indexed by any of several means suitable for subject indexing. Only use of the U. S. Library of Congress List of Subject Headings (23) will be mentioned here and each of the three categories included in the schedule will be treated separately.

Curriculum Guides

The subdivision Study and teaching is appropriately used as a subdivision for most subject categories included in this section of the schedule. Reading and Music are two exceptions, Reading being used alone with no subdivisions and Instruction and study employed when Music is the primary heading.

Geographical or local subdivision (23:v-vi) may or may not be desirable depending on the expected users' needs. When used, the subdivision should be applied in an indirect fashion (23:v-vi) to provide patron access through the card catalog to courses of study grouped by state and subdivided by local governing unit.

Textbooks

The subdivision Textbooks (23:1290)[1] may be properly used as a subdivision for some subject categories included in this section of the schedule. Further subdivision by date is permissible if required.

Manuals

The cleric assigned the cataloging duties may need professional assistance with the selection of proper subject headings in this section of the schedule as proper subject headings for this section are scattered throughout the Library of Congress List of Subject Headings (23). Local subdivision may be properly employed here also, but should be applied in an indirect fashion.

LABELING

The use of a work mark taken from the first letter of the color chosen to designate grade level in the development of the call number

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[1]See Textbooks.

has been previously mentioned; however, it appears necessary to relate the means by which color is utilized in the labeling process to facilitate shelving. First, the grade levels designated by the various colors are: preschool, maroon; K-6, green; 7-8, red; 9-12, blue; and junior college, orange. The grade level designations chosen above follow a somewhat traditional pattern and may not be appropriate for some collections. Early childhood education may be defined at the present to include the years of nursery school through the primary grades while the middle school designation may comprise grades six through nine. When necessary, these grade level designations may be changed arbitrarily. Should an item being cataloged include more than one of the chosen grade divisions, it is placed in the division including the lowest grade level treated. The labeling process, then, is accomplished for each of the three sections of the schedule as follows.

Curriculum Guides

A rectangular portion of "Mystik Tape" or similar material of the proper color and large enough to outline the call number label is affixed to the spine of the item at the call number location, and the call number label is then attached over it. The colored material may cover as much of the spine as is deemed necessary.

Textbooks

The most convenient method with this class of materials appears to be that of placing a small appropriately colored dot on the

white label tape utilized with the "Selin device" before the overlay tape is affixed.

Manuals

Using the proper color of tape material the labeling of the manuals is accomplished in the same manner as the curriculum guides.

It should be mentioned that it is quite satisfactory to use the colored dots with all three types of materials if the "Selin" label is applied in a wrap around fashion to the curriculum guides and manuals in order to make the color dot easily visible on the spine of the item when it is shelved.

Sample card sets illustrating the features discussed in this chapter as well as the application of the schedules are included in Appendix II.

Chapter 5

CLASSIFICATION SCHEDULE FOR CURRICULUM GUIDES, TEXTBOOKS, SYLLABI, AND RESOURCE MATERIALS

INTRODUCTION

The classification schedule which follows in outline and expanded form is used for curriculum guides, syllabi, course outlines, resource materials, and textbooks. The development of the call number for each class of materials has been fully explained. In actual application of the schedule, however, it is well to be aware of the mass of synonymous terminology involved. For instance, composition, rhetoric, and grammar may be used interchangeably within the English subject area. A practical solution to this problem lies in consistent usage and selection based on the L. C. List of Subject Headings (23). The schedule is operative only when specific subjects are organized in an "adjective first" arrangement, and will not function should the "noun first" approach be employed.

SCHEDULE OUTLINE

Agriculture

Art (Including crafts, but not those taught in other subject areas)

Business Education

Distributive Education

Driver Education

English

Foreign Languages

Health Education (When not taught as part of the physical education program)

Home Economics

Industrial Arts

Library (If not a part of the English program)

Mathematics

Music

Physical Education

Reading

Religion

Science

Social Studies

Vocational trade and Industrial education

THE SCHEDULE

General Subject Area	Cutter	Decimal	Specific Subject
Agriculture	A3		
		.1	
		.2	
	A-G		
Farm mechanics would be placed at A3.3		.3	Farm mechanics
		.4	
		.5	
	H-Q		
		.6	
		.7	
		.8	
	R-Z		
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Art (including crafts, but not those taught in other subject areas)	A7		
	A-G	.1	
		.2	
		.3	
Jewelry would fall at A7.47	H-Q	.4	
		.47	Jewelry
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Business Education	B8		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
Shorthand might fall at B8.75	R-Z	.7	
		.75	Shorthand
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Distributive Education	D5		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
Retail trade might be placed at D5.7		.7	Retail trade
	R-Z	.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Driver Education	D7		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
English	E5		
Place Business English at E5.12		.1	
		.12	Business English
		.2	
	A-G	.3	
		.4	
		.5	
	H--Q	.6	
		.7	
		.8	
	R-Z	.9	

General Subject Area	Cutter	Decimal	Specific Subject
Foreign Languages	F6		
	A-G	.1	
		.2	
German might fall at F6.3		.3	German
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Health Education (When not taught as part of the physical education program)	H4		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Home Economics	H6		
	A-G	.1	
		.2	
		.3	
Marriage and family life would fall in H6.5	H-Q	.4	
		.5	Marriage and family life
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Industrial Arts	I5		
		.1	
Drafting might become I5.2		.2	Drafting
	A-G	.3	
		.4	
	H-Q	.5	
		.6	
		.7	
	R-Z	.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Library (If not a part of the English program)	L5		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Mathematics	M3		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
Place plane geometry in M3.6		.6	Plane geometry
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Music	M8		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
Vocal music would be M8.85		.85	Vocal music
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Physical Education	P4		
		.1	
		.2	
	A-G	.3	
		.4	
		.5	
	H-Q	.6	
		.7	
		.8	
	R-Z	.89	Wrestling
Wrestling could be P4.89		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Reading	R4		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Religion	R5		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Science	S3		
Place General Science in S3	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Social Studies	S6		
		.1	
Civics (citizenship) falls in S6.2		.2	Civics (citizenship)
	A-G		
		.3	
		.4	
	H-Q	.5	
		.6	
		.7	
	R-Z	.8	
		.9	

General Subject Area	Cutter	Decimal	Specific Subject
Vocational trade and Industrial education	V6		
		.1	
Data processing might be V6.2		.2	Data processing
	A-G	.3	
		.4	
	H-Q	.5	
		.6	
		.7	
	R-Z	.8	
		.9	

Chapter 6

CLASSIFICATION SCHEDULE FOR MANUALS

INTRODUCTION

The manuals are arranged according to the following schedule which appears first in outline form, with guidelines, followed by the expanded form. A letter taken from the color scheme selected to designate grade level within the other schedule may well be used here to permit grouping by grade level and allow ease of classification in some sections of the schedule; e.g., Children, and Subject programs. The "adjective before noun" rule-of-thumb, mentioned previously, generally has no application here. Particularly, use of "school" in its all-inclusive adjective form must be avoided, and a specific topic should be selected with precision. Here again the L. C. List of Subject Headings (23) may provide valuable assistance.

SCHEDULE OUTLINE

Administration. These manuals deal with the administration of the total program and include materials referring to administrative personnel but not to other specialized professional staff.

Children. This class is concerned with special groups of children and utilizes the "adverb or adjective before noun" scheme to name a specific topic. Items dealing with the socially, mentally, or physically handicapped are placed here, as are those dealing with migrant children. Special named programs, such as speech correction or remedial reading, should not be placed here unless they relate specifically to an educational problem of children.

Curriculum. Curricular variations are included here.

Grading and marking. This class includes any and all forms and/or methods of reporting student progress. Works dealing with standardized testing are not classed here.

Programs and procedures. Include here all programs and procedures which do not relate directly to subjects taught; e.g., field trip guides and extracurricular programs.

Public information. These items usually fall into the public relations category and serve to interpret the school program to the public. Such things as a parent's guide to kindergarten should be included here.

School plant. This section has to do with design and organization of school buildings for instructional purposes.

Special programs. This class refers to those programs which are directed or administered by professional staff; e.g., special education, remedial reading, and guidance and counseling.

Staff. Materials dealing with the non-professional staff are included here. Custodians and office personnel fall into this category.

Subject programs. This section contains all of the materials dealing with subjects taught at various grade levels; however, the emphasis here is on method and procedure rather than subject content.

Teachers. These manuals are concerned with the guidance of teachers. Guides relating to student behavior and discipline as well as those for new teachers are included here.

THE SCHEDULE

General Topic	Cutter	Decimal	Specific Topic
Administration	A3		
		.1	
		.15	Budget and finance
		.2	
	A-G	.3	
		.4	
		.5	
	H-Q	.6	Personnel policies
		.7	
		.8	
	R-Z	.9	

General Topic	Cutter	Decimal	Specific Topic
Children	C4		
	A-G	.1	
		.2	Disadvantaged
		.3	
	H-Q	.4	
		.5	
		.52	Migrant
		.6	
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Curriculum	C8		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	Modular scheduling
		.6	
	R-Z	.7	
		.8	Team teaching
		.9	

General Topic	Cutter	Decimal	Specific Topic
Grading and marking	G7		
	A-G	.1	
		.12	Ability grouping
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	Parent-teacher conferences
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Programs and procedures	P7		
	A-G	.1	
		.2	Extracurricular programs
		.28	Field trips
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	Teacher aides
		.9	

General Topic	Cutter	Decimal	Specific Topic
Public information	P8		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.55	New math.
		.6	
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
School plant	S3		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.56	Outdoor classroom
		.6	
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Special programs	S6		
	A-G	.1	
		.13	Audio-visual
		.2	
		.3	Guidance and counseling
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.72	Speech therapy
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Staff	S7		
	A-G	.1	
		.15	Bus drivers
		.2	Custodians
		.3	
	H-Q	.4	
		.5	
		.6	
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Subject programs	S9		
	A-G	.1	
		.2	
		.23	English
		.3	
	H-Q	.4	
		.5	
		.52	Math.
		.6	
	R-Z	.7	
		.8	
		.9	

General Topic	Cutter	Decimal	Specific Topic
Teachers	T4		
	A-G	.1	
		.2	
		.3	
	H-Q	.4	
		.5	
		.6	Orientation
	R-Z	.7	
		.75	Supervising teachers
		.8	
		.9	

Chapter 7

SUMMARY AND CONCLUSIONS

Accessibility to the content of a curriculum materials collection is primarily determined by the simplicity of the classification scheme used to organize the materials in the collection. The classification system utilized to organize such a collection should structure and arrange materials in such a fashion that the patrons can serve themselves with ease. A properly constructed scheme, resulting in superior collection arrangement, enables the patron to reach desired materials in the collection independently. In order to provide the patron with maximum independence and freedom when dealing with the materials in question, it is necessary to provide both open shelving, thereby allowing browsing, and a properly constructed card catalog that affords a more direct means of access to the materials in the collection.

A schedule similar to the one presented here, in use at Eastern Washington State College for the past few years, which the writer helped develop while a member of the library staff there, has proven to be adequate and satisfactory to the needs of its users. This schedule, as any other, has inherent weaknesses or shortcomings,

some of which relate to the lack of compatible terminology applied to like materials by educators and materials specialists. The nuances found in the manual schedule may lead to variations of application. Consequently, no two collections may have the same materials classed in the same categories. These subtle variations, however, should present no difficulty within any single collection if the schedule is applied with consistency. The selection of proper subject headings may appear to be a problem; however, knowledgeable and competent clerics, properly instructed, have been found to be capable in this regard.

This schedule has been found to be operative for a large group of materials. Nevertheless, a collection of this kind does not ordinarily continue to grow indefinitely. Because of the peculiar and specific demands made upon the materials in the collection, only the most current offer real value to the patron. Increasing the size of a collection beyond a certain point may, in fact, reduce its effectiveness. It appears more relevant to provide a small collection of outstanding materials than to offer a vast mass of similar materials. Constant weeding of the entire collection is necessary to maintain the materials on a current basis and afford the collection integrity and relevance.

The schedule presented here is not meant to be offered as a panacea for all sick or ailing organizational schemes utilized in present curriculum laboratory collections, nor is it offered as the

scheme best suited to any and all collections. It is intended only to provide an alternative approach and thereby provide a choice for someone casting about for a reasonable and workable solution to the curriculum laboratory organizational problem. Within this paper there may also be a basis for the development of some semblance of a standardized system which educators moving from one position to another would consider a boon to their profession.

It is assumed that reasonable familiarity with both cataloging practices and curriculum materials will be prerequisite to the application of this schedule.

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APPENDICES

APPENDIX I

U. S. LIBRARY OF CONGRESS

AUTHOR NUMBERS

Library of Congress call numbers consist in general of two principal elements: class number and author number, to which are added as required symbols designating a particular work and a particular book. This statement offers a brief explanation of the Library's system of author numbers, or, more properly, of assigning the symbols by which names are designated and differentiated in call numbers.

Library of Congress author symbols are composed of initial letters followed by Arabic numbers. The numbers are used decimally and are assigned on the basis of the tables given below in a manner that preserves the alphabetical order of names within a class.

1. After the initial letter S

for the second letter:	a	ch	e	h	i	mop	t	u
use number:	2	3	4		5	6	7–8	9

2. After other initial consonants

for second letter:	a	e	i	o	r	u
use number:	3	4	5	6	7	8

3. After initial vowels

for second letter:	b	d	lm	n	p	r	st
use number:	2	3	4	5	6	7	8

Letters not included in the foregoing tables are assigned the next higher or lower number as required by previous assignments in the particular class.

The following examples illustrate the application of these tables:

1. Names beginning with the letter S:

Sabine	.S15	Shank	.S45
Saint	.S2	Shipley	.S5
Schaefer	.S3	Smith	.S6
Schwedel	.S35	Steel	.S7
Scott	.S37	Storch	.S75
Seaton	.S4	Sturges	.S8
Sewell	.S43	Sullivan	.S9

2. Names beginning with other consonants:

Carter	.C3	Cox	.C65
Cecil	.C4	Crocket	.C7
Cinelli	.C5	Croft	.C73
Corbett	.C6	Cullen	.C8

3. Names beginning with vowels:

Abernathy	.A2	Appleby	.A6
Adams	.A3	Archer	.A7
Aldrich	.A4	Arundel	.A78
Allen	.A45	Atwater	.A87
Ames	.A5	Austin	.A9

Since the tables provide only a general framework for the assignment of author numbers, it should be noted that the symbol for a particular name is constant only within a single class.

L. C. card 49–238

U. S. GOVERNMENT PRINTING OFFICE : 1951 O—784-638

APPENDIX II

SAMPLES OF CATALOG ENTRY

CURRICULUM GUIDES

P4.1g Physical education; aquatics, K-12.
N41 New York (State) Bureau of Elementary Curriculum Development.

P4.1g AQUATIC SPORTS.
N41 New York (State) Bureau of Elementary Curriculum Development.

P4.1g
N41 New York (State) Bureau of Elementary Curriculum Development.
Physical education; aquatics, K-12. Albany, University of the State of New York, Curriculum Development Center, 1966.
55 p.

Includes bibliography.

1. Aquatic sports. I. Title.

M3r MATHEMATICS--STUDY AND TEACHING (SECONDARY)
N4 New York (City) Board of Education.

M3r
N4 New York (City) Board of Education.
Mathematics, 8th year, part 1. New York, 1968.
149 p. (Its Curriculum bulletin, 1967-68 series, no. 18a)

1. Mathematics--Study and teaching (Secondary)

TEXTBOOKS

T
E5g
G5

ENGLISH LANGUAGE--COMPOSITION AND EXERCISES.
Cline, Jay

T
E5g
G5

Cline, Jay
Spectrum 1; literature, language, and composition [by] Jay Cline [and others] Boston, Ginn, 1969.
451.

Suppl. 2___Media worksheets.
Suppl. 3___Teachers' notebook.

Suppl. 5___Media guide.

1. English language--Composition and exercises

T
M3.15b
M3

BUSINESS MATHEMATICS.
Huffman, Harry

T
M3.15b
M3

Huffman, Harry
Mathematics for business occupations [by] Harry Huffman [and others] 3d ed. New York, McGraw-Hill, 1968.
502 p.

Suppl. 2___Workbook.
Suppl. 3___Teacher's manual and key.

1. Business mathematics.

MANUALS

M
S6.6 SCHOOL SOCIAL WORK--DENVER, COLO.
D4 Denver. Public Schools.

M
S6.6 SCHOOL PSYCHOLOGISTS.
D4 Denver. Public Schools.

M
S6.6 Denver. Public Schools.
D4 Manuals of psychological and social work services. Denver, 1964.
1 v. (various pagings)

"Stock no. 93130."

1. School psychologists. 2. School social work--Denver, Colo.

M
S9g EDUCATION, ELEMENTARY--CURRICULA.
B3 Baltimore. Public Schools.

M
S9g Baltimore. Public Schools.
B3 A guide to elementary education. Baltimore [1967]
308 p.

1. Education, Elementary--Curricula.

APPENDIX III

GLOSSARY

GLOSSARY[1]

Author. 1. The writer of a book, as distinguished from the translator, editor, etc. 2. In the broader sense, the maker of the book or the person or body immediately responsible for its existence. Thus, a person who collects and puts together the writings of several authors (compiler or editor) may be said to be the author of a collection. A corporate body may be considered the author of publications issued in its name or by its authority. (p. 3)

Authority List or File. An official list of forms selected as headings in a catalog, giving for author and corporate names and for the forms of entry of anonymous classics the sources used for establishing the forms, together with the variant forms. (p. 9)

Call Number. Letters, figures, and symbols, separate or in combination, assigned to a book to indicate its location on shelves. (p. 22)

Card Catalog. A catalog in which entries are on separate cards arranged in a definite order in drawers. (p. 23)

Catalog. A list of books, maps, etc., arranged according to some definite plan. As distinguished from a bibliography it is a list which records, describes, and indexes the resources of a collection, a library, or a group of libraries. [C.] (p. 24)

Cataloging. The process of preparing a catalog, or entries for a catalog. In a broad sense, all the processes connected with the preparation and maintaining of a catalog, including classification and assignment of subject headings. In a narrower sense, the determining of the forms of entry and preparing the bibliographical descriptions for a catalog. (pp. 24-25)

Class. A division of a classification scheme under which are grouped subjects that have common characteristics. (p. 29)

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[1]Page numbers in parentheses following definitions refer to pages in Elizabeth H. Thompson, A. L. A. Glossary of Library Terms with a Selection of Terms in Related Fields, Prepared under the Direction of the Committee on Library Terminology of the American Library Association (Chicago: American Library Association, 1943).

Classification. 1. A systematic scheme for the arrangement of books and other material according to subject or form. 2. The assigning of books to their proper places in a system of classification. (p. 30)

Classification Schedule. The printed scheme of a particular system of classification. (p. 31)

Classification System. A particular scheme of classification, such as the Decimal Classification and the Library of Congress Classification. (p. 31)

Clerical Assistant. A person who performs under supervision duties requiring experience, speed, accuracy, and clerical ability, but not knowledge of the theory of library work. (p. 31)

Corporate Entry. An entry under the name of a society, institution, government department, bureau, or other organized body, for works issued in its name or by its authority, whether this be a main or an added heading. [C.] (p. 39)

Cutter Number. As used in the schedule presented here, decimal numbers assigned from the U. S. Library of Congress table of Author Numbers to both subject and author positions within the call number.

Cutter Table. As used in this paper, the U. S. Library of Congress table of Author Numbers. The true Cutter-Sanborn tables are not used.

Decimal Classification. 1. The classification scheme for books devised by Melvil Dewey, which divides human knowledge into ten main classes, with further decimal division, using a notation of numbers. (p. 43)

Descriptive Cataloging. That phase of the process of cataloging which concerns itself with the identification and description of books. (p. 45)

Geographic Division. Subdivision by country, region, or locality, as in a classification system, or in subject headings. (p. 64)

Label (Binding). A piece of paper or other material, printed or stamped, affixed to a book cover. The usual position is on the spine or the front cover. (p. 77)

Selin Device. A typewriter attachment designed to produce call number labels that will adhere permanently to the spines of books.

Shelving. The act of placing books on library shelves in proper order. (p. 126)

Subdivision. A restrictive term added to limit a subject heading, e.g., History, or Periodicals; or a term added for further limitation. (p. 135)

Subject Heading. A word or a group of words indicating a subject under which all material dealing with the same theme is entered in a catalog or a bibliography, or is arranged in a file. (p. 136)

Work Mark. The part of a book number that distinguishes one title from other titles by the same author when the books have the same class number. Sometimes called Title Mark or Title Letter. (p. 150)